

**Texas Education Agency
Standard Application System (SAS)**

2018–2020 School Transformation Fund - Implementation		
Program authority:	P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	July 9, 2018 to July 31, 2020	
Application deadline:	5:00 p.m. Central Time, May 29, 2018	<small>Place date stamp here</small>
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov ; (512) 463-2617	

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Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #	Campus name/#	Amendment #	
Garland ISD	Dallas-057909	Lyles Middle School/057909051		
Vendor ID #	ESC Region #	DUNS #		
1756001650	10	078370061		
Mailing address		City	State	ZIP Code
501 S. Jupiter		Garland	TX	75042
Primary Contact				
First name	M.I.	Last name	Title	
Shermika		Nelson-Fluker	Grants Specialist	
Telephone #	Email address		FAX #	
972.487.3261	snelson@garlandisd.net		972.487.3214	
Secondary Contact				
First name	M.I.	Last name	Title	
Jovan		Grant-Wells	Associate Supt. of Curriculum & Instruction	
Telephone #	Email address		FAX #	
972.487.3151	JCGrantW@garlandisd.net		972.485.4939	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Ricardo		López	Superintendent
Telephone #	Email address		FAX #
972.487.3022	Rlopez23@garlandisd.net		972.485.4936
Signature (blue ink preferred)		Date signed	

Ricardo Lopez

5-23-18

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: Dallas-057909

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: Dallas-057909

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: Dallas-057909

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance.
4.	The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort.
5.	The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors.
6.	The applicant provides assurance that they will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
7.	For Partnership Implementation models (P2 Partnership and IMO Partnership), the applicant provides assurance that they will award a campus charter in alignment with S.B. 1882.
8.	For New School Implementation models (Reset and Fresh-Start) and Redesign , the applicant provides assurance that the necessary operational flexibility (such as staffing, calendars, time, and budgeting) will be provided to campus leadership and the school transformation partner to fully develop and implement a school transformation. For applicants implementing the District of Innovation (DOI) operational flexibility plan, this includes an assurance that exemptions received through the DOI innovation plan will be extended to the campus developing and implementing a school redesign plan.
9.	For Reset , the applicant provides assurance that the campus will have new school leadership and instructional staff.

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Schedule #4—Request for Amendment

County-district number or vendor ID: Dallas-057909

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail or by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: Dallas-057909

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: Dallas-057909

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

There are five key components of the Accelerating Campus Excellence (ACE) Initiative and all five are critical to the overall success of the strategic staffing initiative.

Effective Principals & Teachers: National research and best practices reflect that talented school leadership and highly effective teachers are essential in successful school turnaround initiatives. To that end, districts will focus on financially incenting the district's more effective teachers and principals into relocating/reconstituting the campuses of most need within the city's highest poverty communities. Principals are selected based on a track record of student success and positive campus culture, while teachers are identified as effective based on a statistical analysis of student assessment growth data along with administrator observations and subsequently invited to apply to teach at an ACE campus. To minimize the negative impact on campuses contributing their teachers to this initiative, no more than 4 teachers per campus were allowed to move to an ACE campus (unless incoming principal waives this control mechanism). Understanding new staff members will face additional challenges and professional responsibilities such as an extended school day, school enrichment, a generally more challenging environment, and educators are offered stipends in addition to their base pay paid out over the year per the following table. Additionally, both teachers and principals are provided with additional days of professional development at the beginning of the year and several other PD opportunities are provided during the year.

Instructional Excellence: Using 3-6 weeks interim assessments data, the schools structured Professional Learning Communities (PLCs) focus on curriculum alignment. Data is also used as a visual reference for goals at the campus, classroom, and student level. Instructional delivery is aligned with coaching rubrics, and regular calibration walks and feedback are provided to promote and support excellent practices. Professional development, through high quality external providers, coupled with weekly visits from the executive director, coordinator and academic facilitators, provides monitoring, coaching, planning, and instructional modeling. Monthly principal meetings are held to review data and study excellent practices and these meetings include campus walks to review classroom instruction. Additional campus personnel (assistant principal and campus instructional coaches) are allocated for further academic support.

Extended Learning: One hour is added to the regular school day to ensure each content area course is allocated more time for instruction, targeted intervention, and character development. In addition, campuses remain open until 6PM, serving breakfast, lunch and dinner and transportation is provided (both after extended day and after school enrichment time) in order to foster a nurturing and child-centered environment. After school enrichment is provided each and every day through a combination of district led and external programming and is available to all students, regardless of eligibility standards that may exist at other district campuses.

Social-Emotional Support: Additional personnel (assistant principals and counselors) allow campuses to place an intentional focus on social/emotional health, by teaching about growth mindset and habits of mind, which focuses on equipping the learner with tools to promote learning and positive decision-making. Furthermore, campuses may consider restorative justice discipline practices which have shown to yield a positive reduction in discipline offenses. Discipline data is reviewed frequently, and principals, counselors, and teachers hold campus meetings for collaborative Response to Intervention (RTI) planning. Intentional professional development is also focused on educators to equip them in educating socially and emotionally fragile children. Additionally, uniforms are provided to students to reduce stigmas associated with economic situations.

Parent & Community Support: Parent and community partnerships are critical to changing perceptions of ACE campuses and creating an environment that supports the whole child. ACE campuses are strongly encouraged to work hand in hand with PTA organizations, while always fostering opportunities to bring parents into the learning environment of their children. ACE campuses also seek out innovative partnerships with community organizations providing wrap-around services, including but not limited to faith based organizations, municipal/city organizations, charities, and early education programs.

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County-district number or vendor ID: Dallas-057909

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: Dallas-057909			Amendment # (for amendments only):		
Program authority: P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)					
Grant period: July 9, 2018 to July 31, 2020			Fund code: 211		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$261,000	\$	\$261,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$30,000	\$	\$30,000
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$30,000	\$	\$
Percentage% <u>indirect costs</u> (see note):			N/A	\$9,000	\$9,000
Grand total of budgeted costs (add all entries in each column):			\$291,000	\$9,000	\$300,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: Dallas-057909			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director			\$
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15				
16				
17				
18				
19				
20				
Other Employee Positions				
21				\$
22				\$
23				\$
24	Subtotal employee costs:			\$
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		\$
26	6119	Professional staff extra-duty pay		\$261,000
27	6121	Support staff extra-duty pay		\$
28	6140	Employee benefits		\$
29	61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs			\$261,000
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$261,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: Dallas-057909		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Matched School Transformation Partner (See Program Guidelines and Program-Specific Instructions): Program Design, Implementation, Support & Data Analysis	\$30,000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$30,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$30,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)	
County-District Number or Vendor ID: Dallas-057909	
Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval	
Expense Item Description	
Grant Amount Budgeted	
6300	Total supplies and materials that do not require specific approval:
	\$0
Grand total:	
	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: Dallas-057909		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$0
64XX	Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$0
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: Dallas-057909			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: Dallas-057909

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	713	78.7%	
Limited English proficient (LEP)	152	16.8%	
Disciplinary placements	19	1.7%	
Attendance rate	NA	%	
Annual dropout rate (Gr 9-12)	NA	%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	25	40.3%	
6-10 Years Exp.	17	28.1%	
11-20 Years Exp.	16	26.1%	
20+ Years Exp.	1	1%	
No degree	1.0	1.6%	
Bachelor's Degree	42	69.7%	
Master's Degree	17	28.7%	
Doctorate	0	0%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							295	310	301					906

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							18	18	16					52

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: Dallas-057909

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Garland Independent School District (GISD) Performance Information Package (PIP) is the result of a collaborative effort of the GISD Office of the Associate Superintendent of Curriculum, Instruction & Assessment and Education Resource Group.

Education Resource Group (ERG) was founded over 15 years ago with the desire to provide public education with a framework for managing continuous improvement. The result was ERG Analytics, offering an integrated suite of performance management tools that address public education at every level - from the state to the student.

In early March of 2018, ERG was asked to provide GISD leadership with performance information to support the strategic work of the District leadership. ERG collaborated with District leadership to collect and process comprehensive teacher and student-level data to complete the analysis of teacher gain. Teacher gain data can serve as one element of data for informed decision-making in determining effective teachers in GISD. The result is a completed GISD Performance Information Package which includes District performance trends, comparative data for all districts in Region 10 Education Service Center, as well as teacher gain scores disaggregated by campus, subject and STAAR Reporting Category.

Lyles Middle School was selected as the campus to be served with grant funding. Lyles enrolls a high percentage of at-risk and economically disadvantaged students. While many schools are making significant strides in student standardized test performance, a gap does lie among the at-risk and economically disadvantaged students that attend Lyles.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: Dallas-057909

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Effective Principals and Teachers	<ul style="list-style-type: none"> Strategic Staffing – campus fully reconstituted and strategically staffed to include effective principal and teaching staff, as identified by teacher evaluation system or data analysis identifying teachers with a demonstrated record of significant student growth year over year. 3-year financial incentives provided to ACE educators (\$15K for principals and \$10K for teachers annually) Targeted and differentiated professional development Emphasis on mission and purpose
2.	Instructional Excellence	<ul style="list-style-type: none"> Focus on data analysis and professional learning communities Specified planning and collaboration time for teachers in grade level and subject alike settings A culture of frequent observation, coaching and feedback
3.	Extended Learning	<ul style="list-style-type: none"> Extra hour embedded into the instructional day, specifically for reading and math interventions Campus remains open until 6pm for interventions, student enrichment, and safety Breakfast, lunch and dinner are served to all students
4.	Social and Emotional Support	<ul style="list-style-type: none"> Emphasis on creating and maintaining positive relationships between adults and students Reduction of student suspensions and disciplinary issues through restorative justice practices Creation and implementation of joyful incentives for students

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5.	Parent and Community Partnerships	<ul style="list-style-type: none">• Increased communication protocols between educators and parents/community members• New partnerships with community organizations providing wrap-around services, including but not limited to faith based organizations, municipal/city organizations, charities, and early education programs• Campus beautification efforts both externally and internally
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Schedule #14—Management Plan		
County-district number or vendor ID: Dallas-057909		Amendment # (for amendments only):
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Title	Desired Qualifications, Experience, Certifications
1.	Principal	The principal was selected based on climate survey results, former experience in Garland ISD as it relates to improving academic outcomes for all students as well as having a proven track record of success.
2.	Teachers	<p>TEACHER IDENTIFICATION: ROUND ONE Multiple data sources across multiple years (14-15, 15-16, & 16-17) were used in the identification of targeted teachers. Student outcome data sources included a) STAAR data, b) Measures of Academic Progress (MAP) data, c) Istation's ISIP and ISIP-Español data, and d) teacher leader principal recommendation.</p> <p>We also had principal recommendations from the last two years (15-16 and 16-17) where principals have been asked to identify the stars on their staff to use as peer mentors and model classrooms. We added this information, where applicable, to the student outcome potential recruit tiers as a point of triangulating the statistical analysis (we did not add any teachers based on principal recommendations that did not appear in the student outcome analysis).</p> <p>A teacher that was identified through at least two of the three student outcome analyses – i.e., STAAR, MAP, and/or ISIP – was recommended for the second round of teacher identification.</p> <p>TEACHER IDENTIFICATION: ROUND TWO Potential teacher recruit lists based on the student outcome analysis were provided to our area directors who conducted a vetting of the list to ensure that the student outcomes analysis matched what they knew of the professional practice and other qualitative indicators of teacher effectiveness. The list was narrowed to ensure the targeting of high performing teachers that would be a "best fit" for the identified campuses.</p> <p>TEACHER IDENTIFICATION: ROUND THREE The third round of review involved small district-level teams doing classroom walk-throughs with a common set of look-fors – classroom environment, teacher-student interaction, instructional practice, etc. Again, the list was narrowed based on the feedback from these classroom visits.</p>

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: Dallas-057909

Amendment # (for amendments only):

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Student Attendance	1. Increase student attendance rate to 98% by 2020	07/09/2018	07/31/2020
		2. Targeted family participation in school activities	07/09/2018	07/31/2020
		3. Motivational incentives	07/09/2018	07/31/2020
		4. Supportive environments	07/09/2018	07/31/2020
		5. Rigorous evaluation and assessment of programming efforts for truancy	07/09/2018	07/31/2020
2.	Academic Gains	1. Increase student achievement across all subjects "meet standard" to 80% by 2020	07/09/2018	07/31/2020
		2. Increase student performance in reading "meet standard" to 80% by 2020	07/09/2018	07/31/2020
		3. Increase student performance in math "meet standard" to 80% by 2020	07/09/2018	07/31/2020
		4.		
		5.		
3.	Reduction in disciplinary referrals	1. Teach social and emotional learning skills	07/09/2018	07/31/2020
		2. Decrease full day suspensions to less than or equal to 5% by 2020	07/09/2018	07/31/2020
		3. Decrease partial day suspensions to less than or equal to 1% by 2020	07/09/2018	07/31/2020
		4. Provide mentors and teach expected behaviors	07/09/2018	07/31/2020
		5. Reward positive behaviors		
4.	Decreased teacher turnover	1. Adequate and diverse staffing	07/09/2018	07/31/2020
		2. Designing, implementing and analyzing behavior interventions	07/09/2018	07/31/2020
		3. Focus on learning, incorporating and employing proven social-emotional strategies	07/09/2018	07/31/2020
		4. Teacher incentive compensation	07/09/2018	07/31/2020
		5.		
5.	Principal retention	1. Retain assigned principal 2018-2020	07/09/2018	07/31/2020
		2. Principal incentive compensation	07/09/2018	07/31/2020
		3. Leadership and growth opportunities	07/09/2018	07/31/2020
		4. Soliciting feedback in decision making	07/09/2018	07/31/2020
		5. Continuous cultivation of collaborative school culture	07/09/2018	07/31/2020

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: Dallas-057909

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus will implement a Data Driven Instructional model in all four content areas monitoring the academic progress of all groups/students on the campus. Objectives will be monitored quarterly throughout the year and progress will be presented to the leadership team composed of teachers, administrators, parents and members of the community.

During our weekly PLC meetings, teachers will collaborate, plan and adjust instruction based on the formative data collected in their classroom. In addition, teachers will also team in cross curricular groups addressing the needs of the students. A campus focus on literacy will also connect the teachers and parents in the learning community.

As central office monitors the program, frequent visits to the campus will occur on a weekly basis. In addition, frequent coaching will occur between the principal and central office supervisor to ensure established goals are on track.

Determining goals and objectives begins with a deep dive into a variety of data sources ranging from standardized based assessments to more informal, formative tools. Once these goals are determined, then teacher teams begin to explore research based instruction and practices that can be utilized to enhance student learning both in whole and small group settings. The vision is that there will be a creation of targeted goals with sub goals. The targeted goals will be reflective of long-term academic milestones such as STAAR, TELPAS, etc. Interim short term goals, set bi-weekly up to monthly, will drive our momentum toward attaining the long-term goals. Changes in instructional delivery, practice and materials will be discussed at weekly PLC meetings, new goal adjustments made, and the cyclical data review system will continue. The strength of this system is a result of both horizontal and vertical planning and implementation of instruction. Changes and adjustments will be collaborative in nature and communicated to all stakeholders (students, teachers, admin. and parents as necessary).

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: Dallas-057909

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The strength of the ACE model implementation is that a clear goal focus is articulated and executed by highly qualified staff, both instructionally and socially/behaviorally. Staff will have access to and participate in research-based, job-embedded professional development that encompasses cultural awareness and the use of culturally relevant materials and topics, how to provide and share effective feedback, goal setting for both students and staff, and effective methods to work with parents to assist them in supporting their children. The use of effective PLC structures will be in place to guide us toward goal attainment. In an attempt to enhance this component, additional training through the Teaching Trust will be provided for the leadership team. District support will also be provided to ensure that the PLC process continually captures the conversations and actions that will promote high student achievement in a sustained fashion. Team teaching, peer observations and coaching will also be in place to ensure maximum results. The effectiveness of grant fund usage will be measured through data review and survey. This data review will examine academic and behavioral sources. Survey tools will be used to ensure stakeholder voice and refine methods. Principals will ensure that all project participants remain committed to the project's success through targeted coaching and listening, praise and celebration of effort for exemplary behaviors and providing the support needed for staff to achieve overall goals.

From a campus principal perspective, the ACE project utilizes a specific strategic staffing formula that selects only teachers that are effective at addressing At-Risk population served on the campus. Teachers are vetted through data to ensure future success of the program. In addition, our efforts also include specific, job-embedded professional development, frequent feedback and the frequent monitoring of instruction.

During the professional development portion, campus staff will be presented with research based strategies addressing the following: social emotional learning strategies, effective teaching strategies and culturally relevant teaching. In addition, the leadership team will also participate in targeted leadership training through Teaching Trust that aligns with the goals of the program.

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Schedule #15—Project Evaluation

County-district number or vendor ID: Dallas-057909

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Education Resource Group Teacher leader/principal recommendation	1.	Maintain student and staff diversity
		2.	Increase administrator and teacher retention
		3.	Intensify positive campus culture and climate
2.	State of Texas Assessment of Academic Reading & Education Resource Group	1.	Exceed expectations based on implementation of new A-F school accountability system
		2.	Increase STAAR student performance at Meets and Masters performance levels across all grades and subject areas
		3.	Increase percentage of students meeting growth expectations
3.	Measures of Academic Progress (MAP)	1.	Increase STAAR student performance at Meets and Masters performance levels across all grades and subject areas
		2.	Increase percentage of students meeting growth expectations
		3.	
4.	Istation's ISIP and ISIP-Espanol	1.	Increase STAAR student performance at Meets and Masters performance levels across all grades and subject areas
		2.	Increase percentage of students meeting growth expectations
		3.	
5.	Review 360 and PEIMS data	1.	Eliminate disproportionality in discipline incidents
		2.	Decrease exclusionary incidences to less than or equal to 5%
		3.	
6.		1.	
		2.	
		3.	
7.		1.	
		2.	
		3.	
8.		1.	
		2.	
		3.	
9.		1.	
		2.	
		3.	
10.		1.	
		2.	
		3.	

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Schedule #15—Project Evaluation

County-district number or vendor ID: Dallas-057909

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data will be extracted from the Student Information System to determine the number of student participants and contact with the campuses will be utilized to determine specific program activities conducted. Attendance data will be available via Pre-PEIMS 400 report within the Student Information System. Additional data collected will be reflective of the goals of the program as listed as the methods and processes that will be used as an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment.

Goals:

- a) Maintain student and staff diversity
 - a. Student and staff data files will be extracted from the Student Information System. Student data files will include but not be limited to ethnicity, economically disadvantaged status, and English Language Learners status. Staff files will include but not be limited to ethnicity and years of experience.
- b) Increase administrator and teacher retention
 - a. Longitudinal staff data files (Pre-PEIMS 090 report) will be extracted from the Student Information System showing home campus assignments. An analysis of home campus assignments will be done to determine staff retention from one school year to the next
- c) Intensify positive campus culture and climate
 - a. Staff and student climate surveys will be conducted to determine the campus culture and climate.
- d) Eliminate disproportionality in discipline incidents
 - a. Data files of student incidents will be extracted from the Student Information System (Pre-PEIMS 425 report), OnDataSuite, and Review 360 (Incident Summary Report). Data files will be linked via ACCESS with student demographic data to determine percentages of discipline incidents by ethnicity, economically disadvantaged status, and English Language Learners status. Percentages will then be monitored longitudinally to ensure that disproportionality has been eliminated
- e) Increase STAAR student performance at Meets and Masters performance levels across all grades and subject areas
 - a. STAAR performance will be monitored yearly through Texas Academic Performance Reports (TAPR). Meets and Masters performance levels will be monitored longitudinally in accountability subsets for gains in student performance
- f) Increase percentage of students meeting growth expectations
 - a. Student academic growth will be monitored both yearly and longitudinally via STAAR data files received from the state
- g) Exceed expectations based on implementation of new A-F school accountability system
 - a. Accountability ratings on TAPR reports will be monitored for overall campus accountability ratings

Problems within project delivery will be identified through consistent monitoring, both yearly and longitudinally, to determine if student gains are being met. If problems are found, the necessary district personnel will be brought together to determine an effective solution and implementation schedule.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: Dallas-057909

Amendment # (for amendments only):

Statutory Requirement 1a: Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Launching in 2018-19, Garland ISD's Accelerating Campus Excellence (ACE) program is a new approach to education, which focuses on strategic staffing and student support. It ensures every student is supported academically, socially, and emotionally in order to reach his or her greatest potential. GISD's school improvement plan for Lyles Middle School incorporates the following:

1) Effective Principals and Teachers:

- Strategic Staffing – campuses fully reconstituted and strategically staffed to include effective principal and teaching staff, as identified by teacher evaluation system or data analysis identifying teachers with a demonstrated record of significant student growth year over year.
- 3-year financial incentives provided to ACE educators (\$15K for principals and \$10K for teachers annually)
- Targeted and differentiated professional development
- Emphasis on mission and purpose

2) Instructional Excellence:

- Focus on data analysis and professional learning communities
- Specified planning and collaboration time for teachers in grade level and subject alike settings
- A culture of frequent observation, coaching and feedback

3) Extended Learning:

- Extra hour embedded into the instructional day, specifically for reading and math interventions
- Campus remains open until 6pm for interventions, student enrichment, and safety
- Breakfast, lunch and dinner are served to all students

4) Social and Emotional Support:

- Emphasis on creating and maintaining positive relationships between adults and students
- Reduction of student suspensions and disciplinary issues through restorative justice practices
- Creation and implementation of joyful incentives for students

5) Parent and Community Partnerships:

- Increased communication protocols between educators and parents/community members
- New partnerships with community organizations providing wrap-around services, including but not limited to faith based organizations, municipal/city organizations, charities, and early education programs
- Campus beautification efforts both externally and internally

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: Dallas-057909

Amendment # (for amendments only):

Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the district will monitor school improvement plans upon submission and implementation and how the applicant will implement additional action following unsuccessful implementation of such plan after a number of years determined by the district. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Campus administrators will conduct an annual needs assessment by analyzing campus data to determine priorities in order to develop a school improvement plan. Each administrator presents their improvement plan to campus stakeholders and then to a team of district administrators for feedback and recommendations. Throughout implementation, the campus administrator conducts quarterly formative reviews to evaluate strategies outlined in the improvement plan and to determine if they are working to achieve the campus goals. An end-of-year summative evaluation is conducted to measure progress of campus goals. Campuses who have unsuccessful implementation will work with their supervisor to analyze current campus data, revise their plan to include high-yield strategies for improvement, and monitor progress on a regular basis.

During the development of the school improvement plan, the district Title I Department provides suggestions for evidence-based strategies and resources. Throughout implementation, the department provides group and individual compliance training based on common areas of need and continuously monitors all Title I expenditures to ensure they are reasonable, necessary, allowable, and align to school improvement plans.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: Dallas-057909

Amendment # (for amendments only):

Statutory Requirement 1c: Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Garland ISD has a spirit of cooperation with external partnerships and consequently will entertain opportunities to partner with external entities. Each year, GISD receives requests for external partnerships. While we are eager to participate in partnerships that will enhance the development of our students and/or teachers, it is not feasible or desirable for GISD to partner with every external entity. Thus external partners are required to provide a proposal that falls within the guidelines and regulations adopted by GISD. The guidelines are designed to provide district personnel with sufficient information in order to reach a decision about the appropriateness of GISD's participation as a partner. The proposal will be evaluated based on its thoughtfulness, clarity of purpose, potential benefit(s) to students/teachers, soundness of research design, appropriateness of instruments, and practicality of time involvement.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: Dallas-057909

Amendment # (for amendments only):

Statutory Requirement 1d: Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Garland Independent School District has allocated specific funds to support the success of the Accelerate Campus Excellence initiative. Specifically, significant funding has been earmarked within the district's federal Title II budget to implement relevant, specific, targeted and meaningful professional development to support the success of the program. The professional development for ACE campuses focuses on precise areas of educator and campus leadership growth in the topics of curriculum and instruction implementation, data analysis for instructional decisions, campus climate and culture, and school management systems. In addition to being very specific in terms of the focus of the training, the design of the adult learning is based on a model that includes face-to-face professional development sessions followed by job-embedded coaching for timely implementation feedback and growth of practice.

In addition to the allocation of funding for professional development purposes, Garland ISD has also allocated funds from the district local budget to provide the campuses with targeted resources, programs and the human capital necessary to guarantee the success of our students. Social emotional learning curriculum, after school enrichment programs, extended blocks of instruction in the areas of English language arts and mathematics, transportation for all students at the end of the extended instructional and enrichment day, instructional technology on a 1:1 ratio, and human capital bonuses to attract, retain and grow the best and the brightest, are all elements of a strategic and well thought-out holistic plan developed for the success of the Accelerate Campus Excellence initiative in the Garland Independent School District.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: Dallas-057909

Amendment # (for amendments only):

Statutory Requirement 1e: Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The strength of the ACE model implementation is that a clear focus of goals is articulated and executed by the most highly qualified staff, both instructionally and socially/behaviorally. Staff will have access to and participate in research-based, on-time professional development that encompasses cultural awareness and the use of culturally relevant materials and topics, how to provide and share effective feedback, goal setting for both students and staff, and effective ways to work with parents to support them in supporting their children, etc. The use of effective PLC structures will be in place to drive us toward those goals. In an attempt to enhance this component, additional training through the DuFour group may be requested for the leadership team. District support will also be provided to ensure that the PLC process continually captures the conversations and actions that will promote high student achievement in a sustained fashion. Team teaching, peer observations and coaching will also be in place to ensure maximum results. The effectiveness of grant fund usage (sourced through trainings, materials, personnel supports) will be measured through data review and survey. This data review will examine academic and behavioral sources. Survey tools will be used to ensure stakeholder voice and refine methods. Principals will ensure that all project participants remain committed to the project's success through targeted coaching and listening, praise and celebration of effort for exemplary behaviors and providing the support needed for staff to achieve overall goals.

From a campus principal perspective, the ACE project utilizes a specific strategic staffing formula that selects only teachers that are effective at addressing At-Risk population served on the campus. Teachers are vetted through data to ensure future success of the program. In addition, our efforts also include specific on time professional development, frequent feedback and monitoring instruction frequently.

During the professional development portion, campus staff will be presented with research-based strategies addressing the following: social emotional learning strategies, effective teaching strategies and culturally-relevant teaching. In addition, the leadership team will also participate in targeted leadership training through Teaching Trust that aligns with the goals of the program.

Garland ISD is a participating district in the ACE Learning Community in order to maintain the ACE brand. This community allows districts to convene multiple times each year to share best practices, lessons learned, and program progress in order to leverage the power of collaboration as well as create a shared regional brand. These enriching experiences will also foster maintaining a continuous improvement model and growth. Additionally, districts may coordinate teacher in-service days for joint, high quality ACE PD across districts where national best practice organizations can be solicited.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: Dallas-057909

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the plan will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Garland ISD (GISD) is committed to providing all students with enriching educational experiences that will enable them to excel academically. The district uses the Understanding By Design framework and 5E Instructional Model to achieve this.

Understanding by Design (UbD) is a researched-based curriculum design framework that offers a three-stage backward design process. The process begins with clarifying the "big ideas" which are the primary goals and objectives that must be taught. Throughout GISD curriculum documents, an emphasis is placed on student mastery of the big ideas. The next stage of UbD clarifies the assessment evidence needed to determine if learning goals are met. In GISD this assessment evidence is demonstrated through performance tasks and curriculum-based assessments that are aligned with state and national standards. Utilizing this stage of the UbD process allows GISD teachers to prioritize deep understanding of major concepts through application over teaching knowledge and skills in isolation. In the third stage of UbD, curriculum guides are designed. Well-drafted curriculum guides through UbD serve as a framework for teachers to begin creating learning experiences for students. These corresponding teacher-developed lesson plans are impacted by the choices teachers make in the classroom and can be overshadowed by poorly matched instructional strategies and activities. To avoid this problem, GISD teachers use a variety of research-based instructional strategies, including the 5E Instructional Model, to actively engage students in activities that promote conceptual understanding.

The 5E Instructional Model is a constructivist learning cycle that sequences learning experiences so that students have the opportunity to construct their understanding of a concept over time. The model is a sequence of teaching that leads students through five phases of learning: Engage, Explore, Explain, Elaborate, and Evaluate. Each phase serves as a foundation for the next and aids the teacher in framing lessons and activities. Within the GISD science curriculum, guidance is provided to help teachers serve as a facilitator, guiding students through questions, investigations, experiences, and research to arrive at a deep understanding of fundamental scientific concepts.

Administrators, instructional leaders, and teachers in GISD utilize the UbD curriculum framework and the 5E Instructional Model to ensure that both design and delivery of the written, taught, and the assessed curriculum is in alignment throughout the district.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: Dallas-057909

Amendment # (for amendments only):

TEA Program Requirement 1a: Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Partnership Implementation☐ P2 Partnership☐ IMO Partnership**New School Implementation**☐ Reset☐ Fresh-Start**Transformation Implementation**☒ Talent Transformation Model☐ Redesign**For TEA Use Only**

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: Dallas-057909

Amendment # (for amendments only):

TEA Program Requirement 1b: Describe the school transformation plan, including but not limited to, how the transformation will improve student outcomes, as well as how the applicant will apply lessons learned throughout the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There are five key components of the Accelerating Campus Excellence (ACE) Initiative and all five are critical to the overall success of the strategic staffing initiative. The ACE program first pioneered in Dallas ISD has been tremendously successful and has since been replicated in Fort Worth ISD, with Richardson ISD and Garland ISD planning their ACE launch in August 2018.

Effective Principals & Teachers: National research and best practices reflect that talented school leadership and highly effective teachers are essential in successful school turnaround initiatives. To that end, Garland ISD will focus on financially incenting the district's more effective teachers and principals into relocating/reconstituting the campuses of most need within the city's highest poverty communities. Principals are selected based on a track record of student success and positive campus culture, while teachers are identified as effective based on a statistical analysis of student assessment growth data along with administrator observations and subsequently invited to apply to teach at an ACE campus. To minimize the negative impact on campuses contributing their teachers to this initiative, no more than 4 teachers per campus were allowed to move to an ACE campus (unless incoming principal waives this control mechanism). Understanding new staff members will face additional challenges and professional responsibilities such as an extended school day, school enrichment, a generally more challenging environment, and educators are offered stipends in addition to their base pay paid out over the year. Additionally, both teachers and principals are provided with additional days of professional development at the beginning of the year and several other PD opportunities are provided during the year.

Instructional Excellence: Using 3-6 weeks interim assessments data, the schools structured Professional Learning Communities (PLCs) focus on curriculum alignment. Data is also used as a visual reference for goals at the campus, classroom, and student level. Instructional delivery is aligned with coaching rubrics, and regular calibration walks and feedback are provided to promote and support excellent practices. Professional development, through high quality external providers, coupled with weekly visits from the executive director, coordinator and academic facilitators, provides monitoring, coaching, planning, and instructional modeling. Monthly principal meetings are held to review data and study excellent practices and these meetings include campus walks to review classroom instruction. Additional campus personnel (assistant principal and campus instructional coaches) are allocated for further academic support.

Extended Learning: One hour is added to the regular school day to ensure each content area course is allocated more time for instruction, targeted intervention, and character development. In addition, campuses remain open until 6PM, serving breakfast, lunch and dinner and transportation is provided (both after extended day and after school enrichment time) in order to foster a nurturing and child-centered environment. After school enrichment is provided each and every day through a combination of district led and external programming and is available to all students, regardless of eligibility standards that may exist at other district campuses.

Social-Emotional Support: Additional personnel (assistant principals and counselors) allow campuses to place an intentional focus on social/emotional health, by teaching about growth mindset and habits of mind, which focuses on equipping the learner with tools to promote learning and positive decision-making. Furthermore, campuses may consider restorative justice discipline practices which have shown to yield a positive reduction in discipline offenses. Discipline data is reviewed frequently, and principals, counselors, and teachers hold campus meetings for collaborative Response to Intervention (RTI) planning. Intentional professional development is also focused on educators to equip them in educating socially and emotionally fragile children. Additionally, uniforms are provided to students to reduce stigmas associated with economic situations.

Parent & Community Support: Parent and community partnerships are critical to changing perceptions of ACE campuses and creating an environment that supports the whole child. ACE campuses are strongly encouraged to work hand in hand with PTA organizations, while always fostering opportunities to bring parents into the learning environment of their children. ACE campuses also seek out innovative partnerships with community organizations providing wrap-around services, including but not limited to faith based organizations, municipal/city organizations, charities, and early education programs.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: Dallas-057909

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant LEA cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the Lone Star Governance Participant Manual). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Garland ISD will increase student performance measures, post-secondary readiness, graduation rates and decrease student management incidences to ensure all students graduate prepared for college, careers, and life. The ACE model aligns seamlessly by:

Instructional Excellence: Using 3-6 weeks interim assessments data, the schools structured Professional Learning Communities (PLCs) focus on curriculum alignment. Data is also used as a visual reference for goals at the campus, classroom, and student level. Instructional delivery is aligned with coaching rubrics, and regular calibration walks and feedback are provided to promote and support excellent practices. Professional development, through high quality external providers, coupled with weekly visits from the executive director, coordinator and academic facilitators, provides monitoring, coaching, planning, and instructional modeling. Monthly principal meetings are held to review data and study excellent practices and these meetings include campus walks to review classroom instruction. Additional campus personnel (assistant principal and campus instructional coaches) are allocated for further academic support.

Extended Learning: One hour is added to the regular school day to ensure each content area course is allocated more time for instruction, targeted intervention, and character development. In addition, campuses remain open until 6PM, serving breakfast, lunch and dinner and transportation is provided (both after extended day and after school enrichment time) in order to foster a nurturing and child-centered environment. After school enrichment is provided each and every day through a combination of district led and external programming and is available to all students, regardless of eligibility standards that may exist at other district campuses.

Social-Emotional Support: Additional personnel (assistant principals and counselors) allow campuses to place an intentional focus on social/emotional health, by teaching about growth mindset and habits of mind, which focuses on equipping the learner with tools to promote learning and positive decision-making. Furthermore, campuses may consider restorative justice discipline practices which have shown to yield a positive reduction in discipline offenses. Discipline data is reviewed frequently, and principals, counselors, and teachers hold campus meetings for collaborative Response to Intervention (RTI) planning. Intentional professional development is also focused on educators to equip them in educating socially and emotionally fragile children. Additionally, uniforms are provided to students to reduce stigmas associated with economic situations

Parent & Community Support: Parent and community partnerships are critical to changing perceptions of ACE campuses and creating an environment that supports the whole child. ACE campuses are strongly encouraged to work hand in hand with PTA organizations, while always fostering opportunities to bring parents into the learning environment of their children. ACE campuses also seek out innovative partnerships with community organizations providing wrap-around services, including but not limited to faith based organizations, municipal/city organizations, charities, and early education programs

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: Dallas-057909

Amendment # (for amendments only):

TEA Program Requirement 3: Explain how high-level district and community stakeholders were educated about the selected school transformation strategy, including a description of stakeholders engaged in and supporting the school transformation strategy. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Garland ISD convened meetings of stakeholders with representatives including teachers, administrators, parents, students, business representatives, university and community college personnel, and community-based organization members in order to evaluate the existing partnerships and community resources currently being utilized. An analysis of student performance data from respective schools was evaluated and the performance data was cross-referenced and aligned with available resources.

Stakeholder meetings identified available out-of-school time services for each respective campus. All campuses provide some type of school-sponsored tutorial. In addition, students at most campuses have access to some type of recreational activity, yet no more than two days per week. These include community service, recreational sports and faith-based activities. These activities are available at some of the campuses; however, others are offered at locations too distant from the schools. Many students are unable to participate due to the distance from the school and a lack of available transportation and inaccessible at times convenient for working families. It was noted that community resources continue to fail to provide opportunities in the areas of accelerated instruction, science, technology, engineering, math, fine arts, leadership, conflict resolution, family involvement, family training/education, and college and career awareness/readiness. The ACE program model will allow students to have access to an extended school day and high-quality enrichment programming each week day.

GISD summarized the recommendations and compared the needs to its existing areas of expertise. Several key elements continue to emerge in the following areas:

- Academic assistance: academic skill development, academic intervention, student engagement, computer and technology literacy, engineering design and processing and accelerated instruction in mathematics and science
- Enrichment: computer gaming and technology, cultural awareness and leadership training
- Family and parental services: technology, literacy, school improvement planning, college awareness and environmental awareness
- College and workforce readiness: career counseling, college admissions, college visits, critical thinking, time management and college readiness

Lyles enrolls a high percentage of at-risk and economically disadvantaged students. Many schools are making significant strides in student standardized test performance, but a gap does lie among the at-risk and economically disadvantaged students. Early intervention is the best way to ensure that schools are able to make the transition to serving the changing populations of their schools and Garland ISD has a history of helping schools reach diverse populations.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: Dallas-057909

Amendment # (for amendments only):

TEA Program Requirement 4: Describe how the selected school transformation strategy would be managed or supported, including which offices and LEA and/or district positions will oversee the effort and why they are particularly qualified for such a task. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

National research and best practices reflect that talented school leadership and highly effective teachers are essential in successful school turnaround initiatives. To that end, this program focuses on financially incenting the district's most effective teachers and principals. Principals, and the leaders listed below have been selected based on a track record of student success and positive campus culture, while teachers are identified as effective based on multiple data points analyzed and reported to the district via a variety of data points. As such, the school transformation strategy will be managed and supported by the following employees: Associate Superintendent of Leadership Innovation and Transformation, Area Directors, Executive Director of Curriculum and Instruction, Director of Organizational Learning, Director of Intervention, Director of Special Programs and ACE Principals.

Additional personnel (assistant principals and counselors) will allow the campus to place an intentional focus on social/emotional health, by teaching about growth mindset and habits of mind, which focuses on equipping the learner with tools to promote learning and positive decision-making. Furthermore, the campus will be supported by community organizations providing wrap-around services, including but not limited to faith-based organizations, municipal/city organizations, charities, and educational programs.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: Dallas-057909			Amendment number (for amendments only):	
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID:			Amendment number (for amendments only):	

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000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
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A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: Dallas-057909		Amendment number (for amendments only):		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: Dallas-057909

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: Dallas-057909

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: Dallas-057909

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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